LA 7.3 Variability Matrix

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction. **Assessment: 25 pts.** **TA: 45 Minutes**	Teachers can identify the proficiencies and performances demanded by a task and the ways that students vary in their proficiencies and their ability to demonstrate these in their performance on tasks.	Teachers have been studying an individual student in their own classroom setting. Each teacher will now analyze data pertaining to this student, look for patterns of proficiencies andperformances, fill out the variability matrix, and then receive feedback on that work.

Instructions

1. Complete the Variability Matrix to the best of your knowledge. Recognize that sometimes you may not have enough information to be able to complete the matrix. Identifying gaps in understanding is an important part of the analysis and will guide your future observations of your student in a variety of contexts, with a variety of people, completing a variety of tasks.
2. As you carry out the analysis, prepare brief responses to the following:
    a. What patterns did you see in circumstances where your student is above or below your expectations for their level?
    b. Where were their gaps in your observations?